Describing reasons for your own point of view and for different points of view
(8 of 13 thinking/reasoning skill processes)

Creating a Performance Task

Step 1: Identify a content standard to be taught.

Step 2: Select thinking/reasoning skill processes.

Step 3: Write a 1st draft of the task incorporating steps 1 and 2.

Step 4: Identify standards from Learner Performance goals (LLL) to be included and revise task to make these standards explicit.

Step 5: Identify what kind of product/performance will be produced, add it to the performance task description.

Teaching a Thinking Skill

- Introduce skill, give several examples, and discuss its performance (when, where, how to use it).

- Explain mental processes to do the thinking, model the process.

- Let students practice the skill several times using personal, easy to understand content.

- Put the skill into the context of your academic content.

- Model, model, model!

Questions the Process Helps Explore

- What is my point of view?
- What are the reasons for my point of view?
- What is another point of view
- What might be some reasons for this other point of view?
- Why would someone consider this to be good?

Steps in the Process

1. When you are examining an issue about which people disagree, first identify your own perspective.
2. Once you have identified your perspective, try to determine the reasons/logic behind it.
3. Next, identify a different perspective.
4. Try to describe the reasons/logic behind the different perspective.

Optional Graphic Organizers

Item	Pros	Cons

Conflict Clarification Matrix	
Concept or statement	
Assigned value	
Reasoning/logic behind my value	
Opposing Value	
Reasoning/logic behind opposing value	
Conclusion/awareness	

Issue	
Personal Perspective	
Reasons/logic behind by personal perspective	
Different perspective	
Reasons/logic behind different perspective	
Conclusion/awareness	

Example

Analyze the pros and cons of mandatory drug testing at the work place.